



Cyril B Busbee Elementary

20 A.L. Corbett Cir.

Wagener, South Carolina

Grades	PK-5 Elementary School	
Enrollment	576 Students	
Principal	John Mills	803-564-1000
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Below Average	Below Average
2006	Average	Good
2005	Average	At-Risk
2004	Average	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

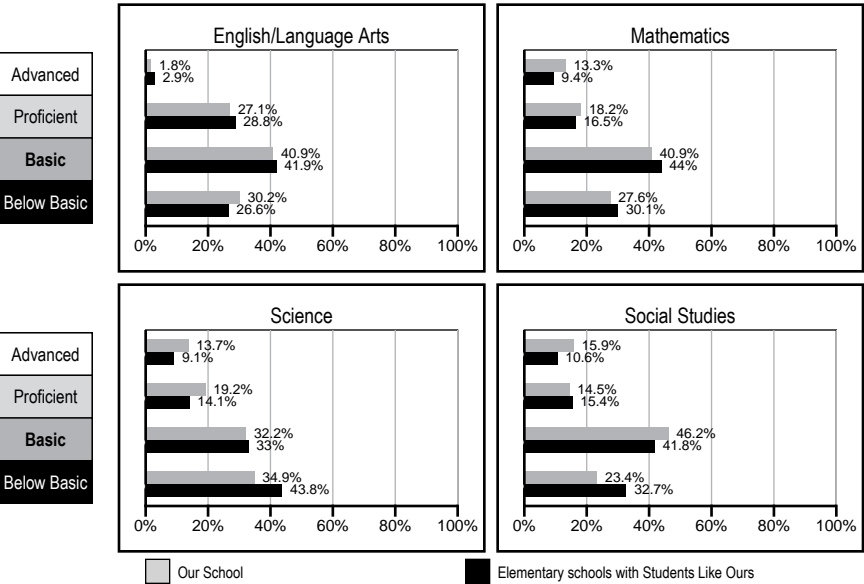
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	62	11

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=576)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Down from 4.9%	2.8%	2.3%
Attendance rate	95.6%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	10.0%	Up from 6.5%	6.5%	10.4%
With disabilities other than speech	12.2%	Up from 8.2%	8.9%	7.5%
Older than usual for grade	0.9%	Down from 1.6%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	42.0%	Down from 44.7%	54.0%	56.7%
Continuing contract teachers	80.0%	Up from 76.6%	75.8%	77.3%
Teachers with emergency or provisional certificates	4.4%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	95.4%	Up from 90.4%	85.9%	86.4%
Teacher attendance rate	93.3%	Up from 93.0%	94.8%	94.9%
Average teacher salary	\$48,076	Up 5.9%	\$44,459	\$45,345
Professional development days/teacher	5.8 days	Down from 6.4 days	13.0 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 16.3 to 1	18.0 to 1	18.5 to 1
Prime instructional time	88.3%	Up from 87.3%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,265	Down 0.1%	\$7,368	\$7,052
Percent of expenditures for instruction*	72.2%	Up from 69.2%	69.2%	69.1%
Percent of expenditures for teacher salaries*	66.6%	Up from 63.6%	64.1%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Cyril B. Busbee Elementary School is a SACS accredited school that serves approximately 580 students in Grades PK-5. Our professional staff includes 49 teachers and administrators who are fully certified in their respective areas. In addition, our support staff of 29 is highly qualified and experienced. As a result, our students enjoy a positive educational experience that is guided by a dedicated staff with its focus on academic achievement.

After analyzing test data and parent, teacher, and student surveys, the Title I planning team met in the spring of 2008 to review priorities for Busbee Elementary. The need for improved student achievement prompted the team to focus the majority of resources on reducing pupil-teacher ratios in kindergarten, second grade and fifth grades. Technology continues to be a major focus for our school. We now have a SMARTboard in every classroom. For the 2008-2009 school year, we will continue to update and expand the number of computers and students response systems in classrooms. We will also provide teachers with inservice on how to use this technology effectively. We will continue to grow our leveled bookroom to provide teachers with books that are appropriate for small group instruction on different academic levels. Our curriculum, which is standards based, is presented using innovative, research proven strategies that maximize our potential for reaching all students.

In 2007-2008, we expanded our single-gender program by adding an all-girls class in fourth grade. In 2008-2009, we will expand it even further by having both an all-boys and all-girls class in each level from first through fifth grade.

Busbee Elementary will continue its partnership with The State Department of Education's Math and Science Unit and the Central Savannah Math and Science Regional Center by providing a Science Coach for the 2008-2009 school year. This coach will work with teachers to align curriculum, provide staff development for our teachers, and use research proven inquiry-based strategies to teach science.

In 2008-2009, Busbee Elementary will again employ two Reading Interventionists. These teachers will specialize and focus on our students who have shown a need for direct instruction in reading.

In the 2006-2007 school year, we began planning for restructuring as prescribed by NCLB. Part of our plan called for a curriculum specialist to work with teachers to assure the best instruction possible for our students. The plan also called for the implementation of Early Release Wednesdays to provide teachers with much needed time for collaboration. In 2007-2008, both the curriculum specialist and the Early Release Wednesdays were implemented and showed great success.

Busbee is fortunate to have the support of parents, businesses, community groups, and churches as we endeavor to provide quality instruction to our students. This partnership with our stakeholders has yielded remarkable success in recent years. We expect that success to continue in the future and anticipate continued growth and a higher level of accomplishment for our students, staff, school, and communities.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	73	41
Percent satisfied with learning environment	93.3%	72.2%	80.0%
Percent satisfied with social and physical environment	97.8%	72.2%	76.3%
Percent satisfied with school-home relations	75.6%	83.6%	75.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Restructure
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.4%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	238	99.2	28.9	40.4	27.2	3.5	38.6	49.8	48.2	No	Yes
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Gender

Male	123	100	37.3	37.3	23.7	1.7	31.4	43.8	41.7	N/A	N/A
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Female	115	98.3	20	43.6	30.9	5.5	46.4	56.3	55	N/A	N/A
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Racial/Ethnic Group

White	95	99	21.5	36.6	37.6	4.3	49.5	59.8	60	Yes	Yes
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African American	141	99.3	34.6	42.1	20.3	3	31.6	33.8	31.7	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
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Disability Status

Disabled	50	98	66.7	20.8	6.3	6.3	14.6	15.2	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	190	99	33	41.1	22.7	3.2	33	35.8	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	238	99.2	26.3	40.8	19.3	13.6	46.5	46.9	45.8	Yes	Yes
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Gender

Male	123	100	34.7	40.7	12.7	11.9	39.8	47.9	45.6	N/A	N/A
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Female	115	98.3	17.3	40.9	26.4	15.5	53.6	45.7	45.9	N/A	N/A
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Racial/Ethnic Group

White	95	99	18.3	36.6	20.4	24.7	61.3	57.2	59	Yes	Yes
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African American	141	99.3	31.6	43.6	18.8	6	36.1	29.7	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
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Disability Status

Disabled	50	98	60.4	27.1	6.3	6.3	20.8	15.8	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	190	99	30.8	41.1	16.8	11.4	42.7	32.8	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	154	99.4	33.8	31.8	18.9	15.5	34.5	34.1	35.7	95.6	95.9
Gender											
Male	82	100	39.2	34.2	15.2	11.4	26.6	36.6	37.4	95.6	95.8
Female	72	98.6	27.5	29	23.2	20.3	43.5	31.3	33.8	95.6	96.1
Racial/Ethnic Group											
White	58	98.3	26.3	24.6	26.3	22.8	49.1	45.2	49.2	95	95.9
African American	94	100	38.2	36	14.6	11.2	25.8	16.4	17	96.1	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	96.3	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	93.7	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	93	95.8
Disability Status											
Disabled	27	100	59.3	22.2	3.7	14.8	18.5	12.8	14	94.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	92.7	96.5
Socio-Economic Status											
Subsided meals	124	99.2	37.4	32.5	17.1	13	30.1	20.4	21.1	95.4	95.2

Social Studies

All Students	155	99.4	22.3	45.9	15.5	16.2	31.8	30.3	34	95.6	95.9
Gender											
Male	76	100	25	43.1	15.3	16.7	31.9	33.8	36.6	95.6	95.8
Female	79	98.7	19.7	48.7	15.8	15.8	31.6	26.5	31.3	95.6	96.1
Racial/Ethnic Group											
White	64	98.4	17.7	43.5	11.3	27.4	38.7	38.6	44.5	95	95.9
African American	91	100	25.6	47.7	18.6	8.1	26.7	17	19.1	96.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	96.3	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	93.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	95	95.8
Disability Status											
Disabled	32	100	48.4	41.9	3.2	6.5	9.7	10.7	14.4	94.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	92.7	96.5
Socio-Economic Status											
Subsided meals	118	99.2	27.2	45.6	14.9	12.3	27.2	18.6	21	95.4	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	78	100	17.8	49.3	32.9	0	32.9
	4	95	100	23.1	50.5	23.1	3.3	26.4
	5	86	100	36.9	50	10.7	2.4	13.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	74	98.7	26.4	38.9	33.3	1.4	34.7
	4	72	98.6	22.1	39.7	29.4	8.8	38.2
	5	92	100	36.4	42	20.5	1.1	21.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	78	100	28.8	41.1	21.9	8.2	30.1
	4	95	100	26.4	33	27.5	13.2	40.7
	5	86	100	25	48.8	16.7	9.5	26.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	74	98.7	36.1	41.7	15.3	6.9	22.2
	4	72	98.6	17.6	44.1	17.6	20.6	38.2
	5	92	100	25	37.5	23.9	13.6	37.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	100	34.4	50	12.5	3.1	15.6
	4	95	100	39.3	34.8	16.9	9	25.8
	5	44	100	43.2	35.1	13.5	8.1	21.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	41.7	19.4	30.6	8.3	38.9
	4	72	98.6	29.4	35.3	14.7	20.6	35.3
	5	46	100	34.1	36.4	15.9	13.6	29.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	41	100	33.3	43.6	23.1	0	23.1
	4	95	100	38.2	37.1	16.9	7.9	24.7
	5	42	100	29.3	46.3	12.2	12.2	24.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	19.4	61.1	11.1	8.3	19.4
	4	72	98.6	16.2	42.6	19.1	22.1	41.2
	5	46	100	34.1	38.6	13.6	13.6	27.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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